Priority Plan
2025-26

District	School Name	Grades Served
Liberty	Liberty High School	9-12

Collaboratively Developed By:

The HS Priority Plan Development Team

And in partnership with the staff, students, and families of Liberty High School.

Students: *Elmida Aguilar-Reyes; Bryan Jimbo Montero; Isabella Wagner; Shawn Bickham Jr.; Sebastian Yupanqui; Mariely Medina Orellana; Keven Cordero Lima; Shea-Leigh Kristiansen*

Faculty: *Scott Hamlin; Ashley Holloway; Bernadette Hofsommer; Venus Houghtaling; Michael Cox; Celia Golden; Shannon Hanson; Edward Lare*

Teacher Facilitators: *Jessica Edwards; Kevin Ferguson; Kathleen Johansen; Lindsey Murphy; Aaron Salvadge; Chiara VanValkenburg*

District Administrators: *Dr. Patrick Sullivan; Dr. Derek Adams*

Building Administrators: *Stephen Matuszak; Lacy Jones*

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COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2025-26?	We are committed to providing students with an engaging, culturally responsive, and rigorous curriculum that prepares them for end of the year NYS assessment, college, career, and civic life. This includes aligning instruction to real-world skills and ensuring all students achieve academic success through mastery-based learning. **SMART Goals:** ● By June 2026, the percentage of students earning passing scores (65% or Higher) on all Regents Exams will increase by 10 percentage points and the percentage of students achieving mastery (85% of Higher) on NYS Regents Exams will increase by 5 percentage points from the June 2025 baselines. *Passing Rate/Mastery Baseline June 2025* ☐ Algebra I - 24% / 2% ☐ Living Environment - 32% / 3% ☐ Global History - 64% / 9% ☐ U.S. History - 75% / 12% ☐ Earth Science - 72% / 34% ☐ Algebra II - 86% / 14% ☐ Geometry - 77% / 10% ☐ Chemistry - 57% / 17% ☐ ELA - 69% / 28% ● By June 2026, 85% of high school lessons observed will incorporate collaborative engagement strategies (stations/centers, skill work, real-world problem solving, technology-driven techniques).
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	This commitment fits what we envision for the school as it aligns with the Liberty Central School District's vision and mission. It addresses the critical need to evolve our instructional practices and adjust curriculum to meet the diverse needs of our students and prepare them for a rapidly changing world. This commitment relates to what we heard when listening to various stakeholders who reflected on the district and building's strengths and areas needing improvement. As a result, we are prioritizing the integration of explicit reading strategies across all content areas to help students better access rigorous material and build critical literacy skills. This commitment emerged from a comprehensive analysis of district and school-level data, which revealed that students are not meeting the expectations and requirements set by the NYS Regents. Reduced proficiency and mastery results based on the 2025 June Regents exams may be due to students being disconnected from the relevancy of the content.

	Making this commitment a priority ensures our instructional practices are grounded in research-based strategies (e.g., Explicit Direct Instruction, Specially Designed Instruction) while embracing innovative techniques. It supports the district's Strategic Plan Curriculum Pillar by establishing a robust and adaptable curriculum framework that will continue to evolve and effectively serve our students academic success.

Progress Targets

By the end of the year, we will look to the see the following occur:

End-Of-The-Year Goals	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
Student Data	June 2026 Regents Results	By June 2026, there will be a 10% increase in passing rates and a 5% increase in Regents Mastery Scores on all NYS Regents Exams	
Adult/Schoolwide Behaviors and Practices	Classroom Walkthrough Data	By June 2026, 85% of lessons observed will incorporate collaborative engagement strategies. By June 2026, 25% of lessons observed through walkthroughs will incorporate at least one reading comprehension strategy (e.g., annotation, vocabulary scaffolding, text-dependent questioning); evidenced by classroom walkthrough data and lesson plans shared following classroom walkthroughs or observations.	
	Content Area Curriculum Maps	By June 2026, PLC's/CTT's will have developed and administered 8 CFAs (2/quarter) and 2 CSAs.	
	Lesson Planning	By June 2026, administration will review all lesson plans requested following a classroom walkthrough or observation that will document evidence of alignment with NYS standards and planning for student engagement (i.e. turn and talks, stations, jigsaws, etc.).	

We believe these spring 2026 Student Voice survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	**Student Voice Survey # 18.** In class, we often work with partners, or in groups. 49.5% in spring 2025	10% increase in agreement by spring 2026 (59.5%)	
Student Survey	**Student Voice Survey # 21.** Classes are interesting and keep my attention. 35.8% in spring 2025	10% increase in agreement by spring 2026 (45.8%)	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Mid-Year Benchmark(s)	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*

Student Data	Classroom Walkthrough Data	By the end of the 2nd quarter, 65% of lessons observed through walkthroughs will incorporate collaborative engagement strategies; evidenced by students engaging with peers, technology, or project-based learning in active and rigorous learning activities. By the end of the 2nd quarter, 15% of lessons observed through walkthroughs will incorporate at least one reading comprehension strategy (e.g., annotation, vocabulary scaffolding, text-dependent questioning); evidenced by classroom walkthrough data and lesson plans shared following classroom walkthroughs or observations.	
	Mid-Year Grades	By the end of the 2nd quarter, at least 65% of students will exhibit passing scores on mid-year exams; evidenced by midterm grades submitted by all teachers.	
Adult/Schoolwide Behaviors and Practices	Curriculum Mapping/ Lesson Planning	By the end of the 2nd quarter, 100% of PLC's/CTT's will have engaged in collaborative discussions, analysis, and planning to inform reteaching, enrichment, alignment, and assessment design; evidenced by submission of PLC documentation to administration. PLC's/CTT's will have developed and administered at least 4 CFAs (2/quarter) and 1 CSA. By the end of the 2nd quarter, administration will review all lesson plans requested following a classroom walkthrough or observation that will document evidence of alignment with NYS standards and planning for student engagement (i.e. turn and talks, stations, jigsaws, etc.).	
Student Behaviors and Practices	School/Class Attendance & Progress Reports	By the end of the 2nd quarter, student attendance data will reflect a 1.25% decrease in chronic absenteeism and a 1.25% decrease in suspensions.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Classroom Walkthrough Data	By the end of the 1st quarter, 50% of lessons observed through walkthroughs will incorporate collaborative engagement strategies; evidenced by students engaging with peers, technology, or project-based learning in active and rigorous learning activities. By the end of the 1st quarter, 10% of lessons observed through walkthroughs will incorporate at least one reading comprehension strategy (e.g., annotation, vocabulary scaffolding, text-dependent questioning); evidenced by classroom walkthrough data and lesson plans shared following classroom walkthroughs or observations.	
Adult/Schoolwide Behaviors and Practices	Curriculum Mapping/ Lesson Planning	By the end of the 1st quarter, 100% of PLCs will have engaged in collaborative discussions, analysis, and planning to inform reteaching, enrichment, alignment, and assessment design; evidenced by submission of PLC documentation to administration. By the end of the 1st quarter, administration will review all lesson plans requested following a classroom walkthrough or observation that will document evidence of alignment with NYS standards and planning for student engagement (i.e. turn and talks, stations, jigsaws, etc.).	
Student Behaviors and Practices	School/Class Attendance & Progress Reports	By the end of the 1st quarter, student attendance data will reflect a 1.25% decrease in chronic absenteeism and a 1.25% decrease in suspensions.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Audit & Enhancement	Professional Learning Communities will conduct a review of existing curricula for: ● Alignment with NYS Learning Standards ● Cultural relevance ● Modernized/meaningful instruction ● Rigor ● Career-connected learning	Curriculum Mapping (Eduplanet)
Data-Driven Instruction	● Implement regular formative assessments. ● Co-design and implement 2 Common Formative Assessments per 10 weeks. (8 total) ● Implement 2 Common Summative Assessments to analyse student progress and growth in the content area. ● Classroom Walkthrough Data focusing on engaging, relevant, rigorous, scaffolded, student-centered instruction.	Lesson Planning Common Formative and Summative Assessments created by PLC/CTT.
Student-Centered Mastery Systems	● Professional Learning Communities and Classroom Teachers will establish clear proficiency scales and rubrics for Regents-related skills. ● Professional Learning Communities and Classroom Teachers will implement student tracking systems to monitor progress towards mastery.	Monthly PLC Meetings, Daily Scheduled Common Content Planning -Linkit
Staff PD Offerings		

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to building a safe, inclusive, and supportive school culture where every student feels a sense of belonging and has access to the academic, behavioral, and emotional support they need to thrive. **SMART Goal:** By the end of June 2026, there will be a 3% decrease in the number of students identified as being at risk from the Fall administration of the DESSA. See Progress Targets below for more details.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	This commitment fits what we envision for the school as it directly aligns with the Liberty Central School District's mission and vision to cultivate trust and courage, empowering students to contribute and thrive in a diverse community. This commitment relates to what we heard when listening to various stakeholders who reflected on the district and building's strengths and areas needing improvement. This feedback was obtained through surveys, committees, and focus groups inclusive of students, staff, and families. This commitment connects to our comprehensive analysis of district and school-level data, which revealed that students are increasingly identified as at risk in relation to SEL competencies. Making this commitment a priority ensures our instructional practices and MTSS supports are grounded in research-based strategies while embracing innovative techniques. It supports the district's Strategic Plan MTSS Pillar by establishing an MTSS framework that will continue to adapt and systematically support our students' social-emotional, behavioral, and academic needs.

Progress Targets

By the end of the year, we will look to the see the following occur:

End-Of-The-Year Goals	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
Student Data	At risk student attendance in small group sessions targeting SEL competencies Decreased at risk students per re-administration of the DESSA	By June 2026, 100% of students identified as at risk through the DESSA survey will have attended at least 1 small group SEL session administered by the clinical team. By June 2026, 100% of students initially identified as at risk will retake the DESSA and there will be a 3% decrease in the number of at risk students.	
Adult/Schoolwide Behaviors and Practices	**Classroom Walkthrough Data & Lesson Plans:** MTSS Tier 1 Interventions being utilized in classrooms.	By June 2026, 100% of teachers will have utilized Tier 1 strategies to support student success, increase student engagement, and increase students' ability and comfort to ask questions during lessons; as evidenced by walkthrough data and lesson plans. (i.e. choice boards, visual supports, affirmative listening, collaborative learning tools, physical proximity, etc.)	
	Student Led Practices	By June 2026, 100% of teachers will have shared at least 4 lesson plans following a classroom walkthrough or observation that document evidence of planning for student-led practices in lesson activities. (i.e. student generated questions, inquiry-based activities, problem-based learning, inquiry labs, student self-assessment, student choice boards, student led conferences)	
	ParentSquare Communication	By June 2026, 100% of teachers will have communicated with students and families through ParentSquare/StudentSquare via postings and/or direct messages at least once weekly; evidenced by ParentSquare reports to be run every Friday.	

| Student Behaviors and Practices | School/Class Attendance & Discipline Reports | By June 2026, student attendance data will reflect a 1.25% decrease in chronic absenteeism; a 15% decrease in cutting class referrals; and a 1.25% decrease in suspensions. | |

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Mid-Year Benchmark(s)	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Student Data	MTSS - Student Support Data Student Support Plans - For students identified as in need of support	By the end of the 2nd quarter, at least 50% of students identified as at risk attended 1 targeted SEL competency small group session.	

Adult/Schoolwide Behaviors and Practices	**Classroom Walkthrough Data & Lesson Plans:** MTSS Tier 1 Interventions being utilized in classrooms.	By the end of the 2nd quarter, 100% of teachers will utilize Tier 1 strategies to support student success, increase student engagement, and increase students' ability and comfort to ask questions during lessons; as evidenced by walkthrough data and lesson plans. (i.e. choice boards, visual supports, affirmative listening, collaborative learning tools, physical proximity, etc.)	
	Student Led Practices	By the end of the 2nd quarter, 100% of teachers will have shared at least 2 lesson plans following a classroom walkthrough or observation that document evidence of planning for student-led practices in lesson activities. (i.e. student generated questions, inquiry-based activities, problem-based learning, inquiry labs, student self-assessment, student choice boards, student led conferences)	
	ParentSquare Communication	By the end of the 2nd quarter, 100% of teachers will communicate with students and families via ParentSquare/StudentSquare via postings and/or direct messages at least once weekly; evidenced by ParentSquare reports to be run every Friday.	
Student Behaviors and Practices	School/Class Attendance & Discipline Reports	By the end of the 2nd quarter, student attendance data will reflect a 1.25% decrease in chronic absenteeism; a 10% decrease in cutting class referrals; and a 1.25% decrease in suspensions.	

We believe these spring Student Voice survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	**Desired response** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	**Student Voice Survey # 23.** I am comfortable asking questions in class. 43.7% in spring 2025	10% increase in agreement by spring 2026 (53.7%)	
Student Survey	**Student Voice Survey # 42.** I am safe in my school. 52.8% in spring 2025	10% increase in agreement by spring 2026 (62.8%)	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	DESSA Survey Completion	100% of students will complete the DESSA survey to identify at risk students for participation in targeted SEL competency small group sessions.	
Adult/Schoolwide Behaviors and Practices	**Classroom Walkthrough Data & Lesson Plans:** MTSS Tier 1 Interventions being utilized in classrooms.	By the end of the 1st quarter, teachers will utilize Tier 1 strategies to support student success, increase student engagement, and increase students' ability and comfort to ask questions during lessons; as evidenced by walkthrough data and lesson plans. (i.e. choice boards, visual supports, affirmative listening, collaborative learning tools, physical proximity, etc.)	
	Student Led Practices	By the end of the 1st quarter, 100% of teachers will have shared at least 1 lesson plan following a classroom walkthrough or observation that documents evidence of planning for student-led practices in lesson activities. (i.e. student generated questions, inquiry-based activities, problem-based learning, inquiry labs, student self-assessment, student choice boards, student led conferences)	
	ParentSquare Communication	By the end of the 1st quarter, 100% of teachers will communicate with students and families via ParentSquare/StudentSquare via postings and/or direct messages at least once weekly; evidenced by ParentSquare reports to be run every Friday.	
Student Behaviors and Practices	School/Class Attendance & Discipline Reports	By the end of the 1st quarter, student attendance data will reflect a 1.25% decrease in chronic absenteeism; a 5% decrease in cutting class referrals; and a 1.25% decrease in suspensions.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strengthen Tiered Supports	● Fully implement a schoolwide MTSS framework, including consistent Tier 1 behavioral expectations and Tier 2 & 3 intervention protocols. ● Utilize data warehouse to track attendance, behavior, and academic data to trigger supports	DESSA data will be used **at least** quarterly by guidance, clinical staff and student support teams for small group SEL interventions to be conducted in conference rooms, the media center, or other available space. Linkit data warehouse usage by faculty, admin, and clinical team.
Staff Capacity Building	● Provide Professional Development on student-led practices, Tier 1 strategies, de-escalation strategies, and restorative practices. ● Strengthen the MTSS Student Support team to monitor implementation and outcomes ● Student led practices	Staff Development Meetings/Conference Days PD: Sheninger; RPC; Handle with Care; SDI and EDI; student-led practices; Tier 1 strategies; Master Teacher (support staff)
SEL Integration into Curriculum	● Integration of Leader in Me mini lessons ● Embed SEL concepts (i.e. empathy, conflict resolution, cooperation) into lesson plans through learning targets and essential questions to increase relevance across content areas.	Use of Leader in Me materials in English 12 and English 10 SC by select teachers Revision of learning targets/essential questions by teachers. Data collection by admin during walkthroughs.
Family and Community Engagement	● Family Communication. Classroom teachers/Staff will communicate with families on a weekly basis using Parent Square. This strategy will maintain open communication with students' families.	ParentSquare/StudentSquare utilized weekly by all teachers

Our Team's Process

Team Members

Use the space below to identify the members of the Priority Plan team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Elmida Aguilar-Reyes	Student - Grade 12
Bryan Jimbo Montero	Student - Grade 12
Isabella Wagner	Student - Grade 11
Shawn Bickham Jr.	Student - Grade 11
Sebastian Yupanqui	Student - Grade 10
Mariely Medina Orellana	Student - Grade 10
Keven Cordero	Student - Grade 9
Shea-Leigh Kristiansen	Student - Grade 9
Jessica Edwards	Teacher - Special Education
Edward Lare	Teacher - Math
Celia Golden	Teacher - Social Studies
Ashley Holloway	Teacher - English
Shannon Hanson	Teacher - ENL
Chiara Vanvalkenburg	Teacher and Facilitator - English
Lindsey Murphy	Teacher and Facilitator - Math
Aaron Salvadge	Teacher and Facilitator - World Language
Kevin Ferguson	Teacher and Facilitator - Science
Kathleen Johansen	Teacher and Facilitator - Art
Amy Black	Administrator - Asst Director of Student Services
TBD	Administrator - HS Assistant Principal
Lacy Jones	Administrator - HS Assistant Principal
Stephen Matuszak	Administrator - HS Principal
Dr. Derek Adams	Administrator - Asst. Superintendent
Dr. Patrick Sullivan	Administrator - Superintendent
Eric Sheninger	Consultant

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the Focus Plan Planning Document	Writing the Plan
5/06/25	X	X	X	X		X	X
05/08/25					X		
07/03/25						X	X
07/17/25	X	X	X	X			X
08/08/25						X	X